Program Description: Across New York State, schools are working tirelessly to implement the ELA Common Core Learning Standards (CCLS). At the same time, schools are required to have established a prevention model commonly known as Response to Intervention (RtI) to meet the literacy needs of students in K – 4 who struggle to meet grade level expectations. This workshop is designed to help school personnel understand how their RtI framework can support the teaching and learning of CCLS in literacy. This workshop will present practical approaches for creating a seamless integration of RtI and CCLS. Attention will be devoted to helping classroom teachers and reading specialists work collaboratively to meet the needs of children who require something extra in order to achieve the expectations established by the CCLS for ELA. A powerpoint presentation supported by case studies and interactive activities will be used to help school teams consider new alternatives for differentiating instruction to most effectively meet the needs of all students.

Topics:
- Integrating the expectations of CCLS within an RtI framework
- Using your updated assessment system to determine students' needs
- Setting grade level instructional boundaries between Tier 1 Core, Tier 1 Differentiation, and Tier 2
- Tier 1 Differentiation: Exploring Multiple Models
- Differentiation for Constrained and Unconstrained Skills

About the Presenter: Katherine A. Dougherty Stahl, is a Clinical Associate Professor of Literacy at New York University where she teaches graduate courses and serves as director of the literacy program and the NYU Literacy Clinic. She taught in public elementary classrooms for over 25 years and also spent time working in reading clinics. These experiences led to her research interests and her ongoing collaborations with teachers translating research into practice to improve literacy instruction. With Michael C. McKenna, she has coauthored the books Reading Assessment in an RTI Framework, Assessment for Reading Instruction (2nd Ed.) and Reading Research at Work: Foundations of Effective Practice. Dr. Stahl’s articles have appeared in Reading Research Quarterly, Urban Education, The Reading Teacher, and the Journal of Literacy Research. She is currently the section editor of the Research into Practice column in The Reading Teacher.

DEADLINE to REGISTER: November 14th, 2013

REGISTER ON-LINE @ www.nysrti.org

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